



SC Annual School Report Card Summary

Sue Cleveland Elementary

Greenville

Grades: K-5

Enrollment: 585

Principal: Virginia K. Chambers

Superintendent: Dr. Phinnize J. Fisher

Board Chair: Dr. Keith Ray

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Average	At-Risk	TBD	Not Met	CSI
2007	Average	Below Average	N/A	Not Met	NI-HOLD
2006	Below Average	At-Risk	N/A	Not Met	NI

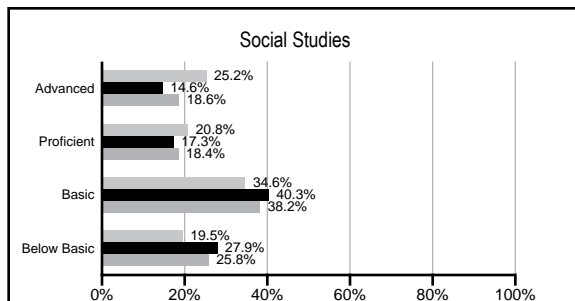
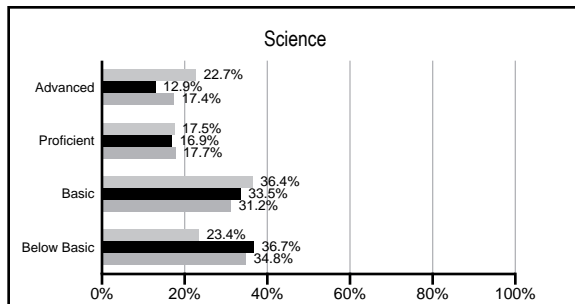
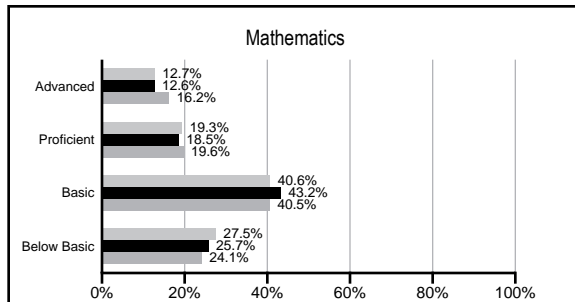
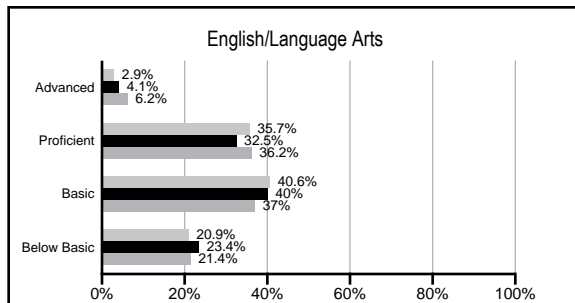
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	2	36	42	1

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

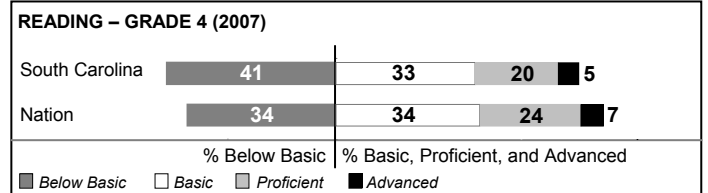
PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Sue Cleveland Elementary [Greenville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=585)				
Retention rate	4.5%	Up from 4.0%	2.8%	2.3%
Attendance rate	96.3%	Up from 96.1%	96.0%	96.3%
Eligible for gifted and talented	11.1%	No Change	6.6%	10.4%
With disabilities other than speech	8.4%	Down from 9.9%	8.7%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	26.2%	Up from 23.1%	53.8%	56.7%
Continuing contract teachers	64.3%	Down from 76.9%	76.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 82.2%	86.1%	86.4%
Teacher attendance rate	94.2%	Down from 96.2%	94.6%	94.9%
Average teacher salary	\$38,630	Up 2.6%	\$44,504	\$45,345
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 19.2 to 1	18.2 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 91.2%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,443	Up 12.4%	\$7,358	\$7,052
Percent of expenditures for instruction*	67.0%	Up from 64.6%	69.1%	69.1%
Percent of expenditures for teacher salaries*	59.0%	Down from 60.6%	63.7%	64.2%
% of AYP objectives met	90.5%		76.9%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	37	90	76
Percent satisfied with learning environment	94.4%	95.6%	91.8%
Percent satisfied with social and physical environment	97.3%	91.1%	86.7%
Percent satisfied with school-home relations	78.4%	92.1%	84.0%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2007-2008 school year has been challenging but successful. The focus continues to be implementing the "Malcolm Baldrige Model" for continuous improvement, becoming a data driven school, improving student achievement, and creating professional learning communities. The Baldrige Model places accountability for learning into the children's hands. All students develop academic and personal goals for each nine weeks. After goals are set, action plans are written under the guidance of one of the following adult mentors: principal, counselor, parent, or teacher. The students track their achievement, behavior, and attendance in a data notebook. Teachers provide immediate feedback through conferencing and class meetings.

The teachers continue to implement the following programs: "Focus to Develop Reading Time" (FDR-Time) and "Morning Math" (M & M). The programs operate four days a week for a period of three weeks. Students meet in small groups across grade levels to focus on reading, language, and math skills. Students progress or transition from one group to another. Quarterly evaluations are completed by the teachers to assure that all students are being challenged. Students meet in the computer lab to work on math and language skills through Compass Learning, a software program. Teachers continue to teach Essential Questions in science and social studies for the purpose of creating activities that are more aligned to state standards. An additional program "Fast ForWord" was implemented to assist students in language. The biggest barrier is a transient student population. In spite of this fact, the faculty and staff work hard to create stability for our students for as long as they are with us.

Other opportunities provided are after school tutorial programs for grades three through five, reading interventions for grades one and two, a summer program for kindergarten through second grade, and a summer program for grades three through five. The school also provides the students with the opportunity to be a part of a club, such as Tennis, Science, Garden, Art, Music, Sport's Club, Beta Club, and Student Government. This year, the school performed a play, "The Emperor's New Clothes," which involved several students and adults from the school and community. It was a great success!

The school's previous awards are the Red Carpet Award for a welcoming atmosphere and the "Exemplary Writing Award". The school also won the "Strong Communities and School Award" for continued service learning projects and community programs. In August 2003, we became a Title One school for Targeted Assistance." Title One funds provide assistance to children in Reading, reduced class sizes in grades two, three, and four, and increased technology opportunities. During the 2004-2005 year, we achieved AYP status. We feel a sense of accomplishment because our students make progress. The positive attitudes of the students, the implementation of best practices from teachers, and the support from the community enable our school to be a great place to learn.

Virginia K. Chambers, Principal
Dorothy Tesnear, SIC Chair

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